**Instructional Coach Goal and Action Steps**

**Instructional Coach:** Ellie Elementary

**School:** Any School

**Annual Target(s) (10-11):**

Writing

2009:2010: 50.2% P & A

2010-2011 Target: 55% P & A

**Measures to Determine Progress:**

Ongoing analysis of student writing using district rubrics (K-5)

Progress Monitoring (K-5)

2011 CSAP Writing

**Major Improvement Strategy(-ies):**

Increase students’ writing performance through our work unpacking the new state standards and focusing on expectations and mastery across grade levels, defining proficiency, consistently using the district rubric and increasing inter-rater reliability, and allocating more time to write during the school day.

**Root Cause:**

Our schedules and writing lessons are not set up to give adequate time for students to write. We have not spent enough time reviewing and analyzing student writing across the grades and defining proficiency exemplars. We have spent time developing students’ ideas in writing, but have not spent as much time teaching students how to write paragraphs.

**Action Steps:**

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| **Description of Action Steps to Implement  the Major Improvement Strategy** | **Timeline** | **Key Personnel** | **Resources** | **Implementation Benchmarks** |
| **What steps/activities will be initiated to achieve this goal?** | **What is a realistic timeframe for each phase of the activity?** | **Who will be responsible for initiating or sustaining the action steps?** | **What resources will you need to access for these action steps?** | **What evidence will you present that you are making progress toward your goal?** |
| Facilitate staff through the process of identifying power standards and “unpacking standards” worksheet.  Two follow up meetings with each grade level to finish unpacking standards and identify proficiency targets. | October ER Wed.  Oct./Nov. common planning times | Principal  IC  Grade level groups | Copies of standards Early Release Wednesdays & Teacher Team Planning time | Unpacking standards worksheets from every grade  Identified mastery skills, learning objectives, and Can I statements.  Proficiency targets defined for every grade level. |
| Have a planning conversation, then videotape each teacher teaching writing followed up with a reflecting conversation. | 1 time per semester | IC  Ind. teachers | Writing block  Agreed upon time for planning and reflecting conversations. | Teachers identified instructional strategies they wish to refine in writing. |
| Gather various writing rubrics being used by teachers in and out of the building.  Facilitate staff in revising rubrics and creating kid friendly rubrics.  Data dialogues with grade levels using student writing samples.  Lead staff through a vertical conversation using student writing samples.  Set up and facilitate 2 internal labs around writing (1 primary/1 intermediate) | Sept.  Nov.  1x per quarter  ER Wed.  Second semester | IC  Teachers  Other building ICs  IC  Grade level teams  IC  Whole staff  IC  Lab host and volunteer participants | Copies of rubrics; Early Release Wednesdays & Teacher Team Planning Time  Critical Friends Protocols for looking at student work. Student writing samples.  Student writing samples.  Lab host with inquiry question  Release time for lab | Created simple rubric and exemplars for student use.  Action plans for differentiation, next steps in teaching, increased student writing achievement evidenced on rubrics.  Common understanding of grade level expectations in writing.  Refinement of practice as indicated on BLIC. |
| Model Interactive Writing lessons in every classroom.  Coach teachers on Step Up to Writing, scheduling, Being a Writer, Writer’s Workshop, and conferring with students on a differentiated individual needs basis.  Conduct weekly walkthroughs during writing instruction in every classroom. | Sept-May  Weekly | IC  Teachers  IC | IAW lesson plans  Time for co-planning and reflecting with teachers  Identified teacher needs  Resources for each “program”  Time  BLIC | Refinement of IAW instruction  Refinement of writing instruction  Increased awareness of writing instruction occurring in building for coach. |